The Partnership for Native American Cancer Prevention (NACP) is a partnership of Native American communities, Northern Arizona University, the University of Arizona Cancer Center, and the National Cancer Institute to address cancer health disparities in Native Americans.

Greetings!

Two noteworthy observances for February include National Cancer Prevention Month and National Self-Check Month. We encourage you to make time this month to schedule cancer prevention screenings that are due, or schedule a screen for the first time. We encourage you to take time for a self-check, reflecting on life balance. Are you nurturing your mental, emotional and physical health? Following Indigenous wisdom, may we all walk in beauty.

Margaret Briehl

Jani Ingram
Francine Gachupin
Jason Wilder

Welcome Ann Garcia

The NAU-UA CAB is pleased to welcome Ann M. Garcia as its newest member. Ann comes from the Tohono O’odham Nation community of Chui-Chu and resides in Casa Grande. She is a twin, mother, aunt, sister, cousin, grandmother and great-grandmother. Ann works in the Health and Human Services Department of the Tohono O’odham Nation. She was recently promoted to the position of Program Coordinator for the Cancer Prevention program. Ann has made it her life’s mission to help others with empathy and encouragement. Ann also serves as a Legislative Representative alternate for the Sif-Oidak District. Ann’s educational background includes a B.A. in Interdisciplinary Studies Public Administration from Northern Arizona University. She was recognized with an Award of Excellence for Outstanding student leader. Ann is now pursuing a Master’s degree from Northern Arizona University. We look forward to her contributions to the NAU-UA CAB. Welcome, Ann!
The Graduate Programs Primer (GPP) is a yearly event organized by UACC’s Research Education Core. The goal is to orient students towards graduate school. This year’s event included lab tours. Students got a glimpse into the strenuous, novel, and rewarding work in cancer research. Dr. Ron Heimark and PhD candidate Jennifer Daw showed their lab. They talked about their research projects and the impact of COVID-19 on research. Students also toured the Arizona Simulation Technology and Education Center. This teaching facility provides learning opportunities for future healthcare professionals in a high-tech, simulated environment. Parts of the GPP were held virtually. Representatives from the Colleges of Nursing, Pharmacy, and Veterinary Sciences met with NACP students by Zoom. They presented the graduate programs in their college. The next portion of the GPP was a panel of Native American students sharing their experiences in graduate school. They shared tips on the application process, how to make the most of one’s time in a program, and how to best deal with adversity during their academic journey. The GPP was followed by the Undergraduate Biology Research Program conference. This conference is an opportunity for undergraduate students to present the research projects. Michael Becenti, Ferris Saad, and LeCario Benashley were this year’s NACP presenters.

Journal for Cancer Education Publication

Kelly Laurila, of our Planning and Evaluation Core, is one of four authors on the recently published piece “Consensus Building to Inform Common Evaluation Metrics for the Comprehensive Partnerships to Advance Cancer Health Equity (CPACHE) Program” published in the Journal for Cancer Education. This article describes the CPACHE Evaluation Special Interest Group’s (SIG) the process to develop standardized outreach evaluation measures to be utilized across CPACHE sites. The SIG used a multi-phase process to identify evaluation constructs and measures. The instruments of this process ensure the implementation of standardizing data, facilitating data integration, enhancing the quality of reporting to the National Cancer Institute, fostering comparative analysis, and supporting the national assessment of the CPACHE program. The goal of this approach was to develop common measures that will improve overall understanding of how funding benefits trainees, communities, patients, advocates, and practitioners. In addition, this approach will promote comparative inquiries across centers, focusing on understanding what works well across different contexts.